DOCUMENT RESUME

ED 179 215 IR 007 877

AUTHOR Bucher, Mary Ann: And Others
TITLE Learning Resource Center Standards for Vocational Programs. Monograph Series No. 4.
INSTITUTION Ohio Educational Library/Media Association, Columbus.
PUB DATE 79
NOTE 25p.: Photographs may not reproduce clearly
AVAILABLE FROM Ohio Educational Library/Media Association, 40 South Third, Suite 409, Columbus, OH 43215 ($3.00)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Instructional Materials Centers; Media Specialists; *Program Evaluation; Resource Centers; Review (Reexamination); *Standards; *Vocational Education

ABSTRACT

Standards are offered to administrators and practitioners as a conceptual framework for successful vocational learning resource center programs, and a program evaluation instrument is presented to aid vocational education structures in identifying their strengths, weaknesses, and possible plans for improvement. The standards cover seven areas: personnel, support staff, facilities, the collection, selection of materials, budget, and supplies. Intended for use by a team of six persons who visit the program and record their observations, the evaluation instrument identifies six variables: (1) curriculum and instruction, (2) students, (3) facilities, materials, and equipment, (4) staff development, (5) management, and (6) evaluation. Each variable is divided into two sections, one listing points to be considered in reviewing the effectiveness of the program, and the other containing the observer's own comments and recommendations. Space for additional comments and a glossary of terms are provided. (FM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179215

LEARNING RESOURCE CENTER STANDARDS

FOR

VOCATIONAL PROGRAMS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by

Vocational Interest Group

of

© Ohio Educational Library/Media Association
1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ann M. Hyland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Monograph Series
No. 4

Ohio Educational Library/Media Association
40 South Third Street
Suite 409
Columbus, Ohio 43215
(614) 221-9057

IR007847

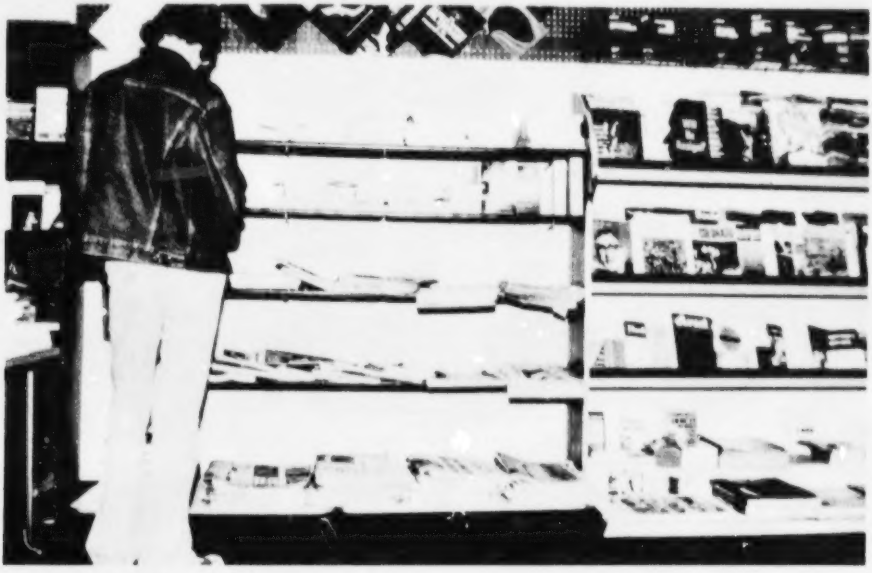
FORWARD

In Ohio, 99.7% of all youth have access to vocational instruction in either a joint vocational school or a comprehensive high school. The massive expansion and growth of vocational education across the state has given us a constant awareness of the importance and need for instructional support services directed toward meeting specific and unique vocational education program needs. The instructional support service these standards address is the Learning Resource Center.

The Learning Resource Center in vocational education encompasses the total curriculum of a school. It is the key to supplemental and alternative strategies for skill training and career development. The Learning Resource Center is the learning bank of instructional materials to support curriculum and from which teachers and students can draw for self improvement.

This publication demonstrates the continuing concern of the Ohio Educational Library/Media Association for establishing and maintaining standards of excellence in media programs in schools throughout Ohio.

These standards are offered to administrators and practitioners as a conceptual framework for successful vocational Learning Resource Center programs. We encourage you to examine your current program in light of these standards. They are in keeping with and reflect the criteria used in the PRIDE program review evaluation instrument for Learning Resource Centers.



CONTENTS

I. Personnel 4

II. Support Staff 4

III. Facilities 5

IV. Collection 5

V. Selection 5

VI. Budget 6

VII. Supplies 7

PRIDE evaluation instrument 8

Glossary 23

Acknowledgements 24

LEARNING RESOURCE CENTER STANDARDS
FOR
VOCATIONAL PROGRAMS

I. PERSONNEL

A. Secondary schools offering vocational programs for 300-1400 students employ at least one full-time professional media specialist who serves as head of the school media program.

B. For a school of over 1400 students, two full-time professional media specialists are employed.

C. A media specialist is employed for the school's continuing educational program, if such is provided.

D. The professional media specialist has the status, salary, fringe benefits and working conditions equal to that of other staff members with comparable qualifications and responsibilities.

E. The professional media specialist has broad preparation in media, has appropriate certification, and possesses competence to initiate and implement a media program.

F. The media specialist's responsibilities are:

1. To organize and administer the Learning Resource Center.
2. To act as a consultant to staff and students for use of print and nonprint materials.
3. To offer inservice training for staff and administration on such topics as proper use of audiovisual materials and equipment, and available resources.
4. To assist with the coordination of learning activities within the building.
5. To be a curriculum energizer.
6. To design and coordinate production of media.

II. SUPPORT STAFF

The following support staff is employed:

A. Properly certificated media technicians, library technicians or media aides as needed to compliment the competencies of the media specialist.

B. Clerk typist to handle clerical and typing responsibilities.

Assistance from his or her support staff enables the media specialist to work adequately with the school's instructional staff to implement, coordinate and design the functional use of all resources in vocational instruction.

III. FACILITIES (Based on 1000 school population)

A. The Learning Resource Center is centrally located to provide frequent use and easy access by students enrolled in vocational programs.

B. The location and display of materials in the Learning Resource Center stimulates their effective use.

C. Work areas comfortably and sufficiently accommodate production and technical processing by the Learning Resource Center's support staff.

D. An atmosphere that encourages the use of a wide variety of media, and that motivates students to draw upon a variety of materials and services is provided.

E. Student work and production areas which are separate from viewing, listening, and reading areas are available.

F. School policy provides that all services of the Learning Resource Center are available to the community and to continuing adult education programs before, during and after school.

G. Adequate shelving and storage for print and non-print materials, supplies and equipment is provided.

IV. COLLECTION

A. Secondary schools offering vocational programs have a general reference collection that meets the needs of students and curriculum.

B. The vocational collection meets the requirments of the school's vocational programs.

C. Forty vocational items per vocational student are recommended. (Item is defined as book, film, video tape, filmstrip, transparency set, slide set, periodical subscription, kit, or any other form of instructional material).

D. A collection related to the improvement of professional and technical staff competence is provided.

E. All instructional materials are centrally processed, catalogued with a nationally recognized system, and are circulated from the Learning Resource Center.

F. All audiovisual equipment is inventoried, maintained and circulated centrally.

V. SELECTION

A selection policy which includes the school's vocational curriculum is formulated and developed by the Learning Resource Center's staff, faculty, administration, students and advisory (community) members; and is adopted by the Board of Education as official policy of the school district.

VI. BUDGET

In secondary schools offering vocational programs, the budget must be in keeping with the number of programs offered.

Each vocational program offered (junior and senior) equals one program.

In a joint vocational school district, English and Social Studies equal one program each.

A. **Print and Non-print Materials** (exclusive of classroom textbooks)

Recognizing that vocational/technical materials are more expensive than traditional resources, an adequate budget is needed.

An initial capital outlay of $2,000 per program is recommended.

An ongoing budget of $1,000 per program per year is recommended.

B. **Periodicals and Newspapers**

A fund is available for periodicals and newspapers which adequately supports the entire curriculum. A minimum of four periodical/newspaper titles per program is recommended.

C. **Audiovisual Equipment**

To support non-print material use and production for vocational programs, an adequate supply of audiovisual equipment is available for staff and student use.

Equipment in all of the following areas is recommended:

- 16mm projectors
- filmstrip projectors
- slide projectors
- overhead projectors
- opaque projectors
- record players
- tape recorders
- cassette recorders
- television receivers
- video tape recorders

The ratio of these pieces of equipment per instructional staff member is one to five.

In addition, the following production and reproduction equipment is recommended:

- 35mm camera
- copy stand
- laminating machine
- thermofax machine
- art table (for production of transparencies, graphics and pictorials)

D. Recommended Expenditures for Audiovisual Equipment

First year capital outlay of $15,000 for audiovisual equipment to support the vocational curriculum is recommended.

Second year capital outlay of $15,000 for audiovisual equipment to support the vocational curriculum is recommended.

An annual equipment budget of $5,000 is recommended thereafter to support the vocational curriculum.

An adequate annual budget for the maintenance and repair of audiovisual equipment is allocated.

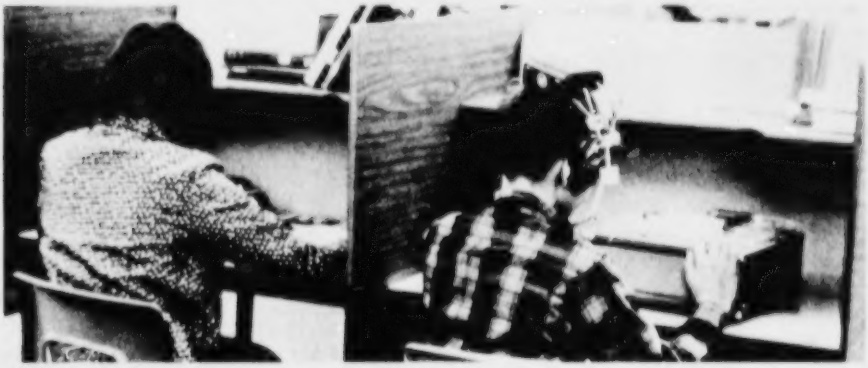
E. Learning Resource Center Expenditures

To offset the operational costs of the Learning Resource Center in the future, the annual per student expenditure of the school district is at least 10 per cent of the national Per Pupil Operational Cost (PPOC) . . . .[1]

Note that this figure covers materials, equipment and operational supplies, but does NOT include funds needed for such items as installation of expensive electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student, salaries of the Learning Resource Center staff, public information programs, furniture, and special laboratory equipment.[2]

VII. SUPPLIES

A budget is provided for supplies related to audiovisual production and to the technical processing and circulation of print and non-print materials.



[1] American Association of School Librarians and Association for Educational Communications and Technology. **Media Programs: District and School.** Chicago and Washington, D.C.: American Library Association and National Education Association, 1975. p. 40.

[2] Ibid., p. 41.

PRIDE Self Study Instrument

Development

The following self study instrument is designed as a program review rather than a strict "evaluation" instrument. Such a view of the evaluation process permits a wide range of vocational education structures to identify strengths, weaknesses and possible plans for improving their Learning Resource Center program according to their unique needs.

The PRIDE acronym stands for Program Review for Improvement, Development, and Expansion in Vocational Education and Guidance. Review instruments similar to this one have been developed through the Ohio Department of Vocational Education for all vocational areas as well as for Social Studies and English. Several of the OELMA persons acknowledged in this publication met under the direction of the Department of Vocational Education and developed this Learning Resource Center PRIDE instrument in keeping with other previously developed instruments. It will be used in Ohio on the five year vocational review cycle.

Intended Use

The instrument is intended to be used by a team of persons who visit the program and record their observations with respect to the six identified variables. Each variable is divided into two sections. The first is a list of the points to consider when reviewing the effectiveness of the program. Other points which may be unique to an individual program are to be noted. The second section, "Review of . . . . . ," is provided to record the personal observations of the reviewer. In the booklet used during an actual review the second section is an entire page thus providing sufficient space for comments. The purpose of this OELMA publication is to alert you to the standards and review instrument content. Therefore, we have condensed the second section for each variable.

The Ohio Educational Library/Media Association is a professional organization which strives to encourage and strengthen media programs throughout Ohio. The publication of these standards which have been approved by the OELMA Board of Directors, and the accompanying review instrument is a further example of OELMA's efforts to promote programs for the improvement of learning in Ohio through the effective and efficient use of educational media.

PROGRAM REVIEW FOR IMPROVEMENT

DEVELOPMENT, AND EXPANISON IN VOCATIONAL EDUCATION AND GUIDANCE

PROGRAM REVIEW

FOR

LEARNING RESOURCE CENTER

Vocational Education Planning District _____

School District _____

Superintendent _____

Date of Report _____

PROGRAM REVIEW COMMITTEE

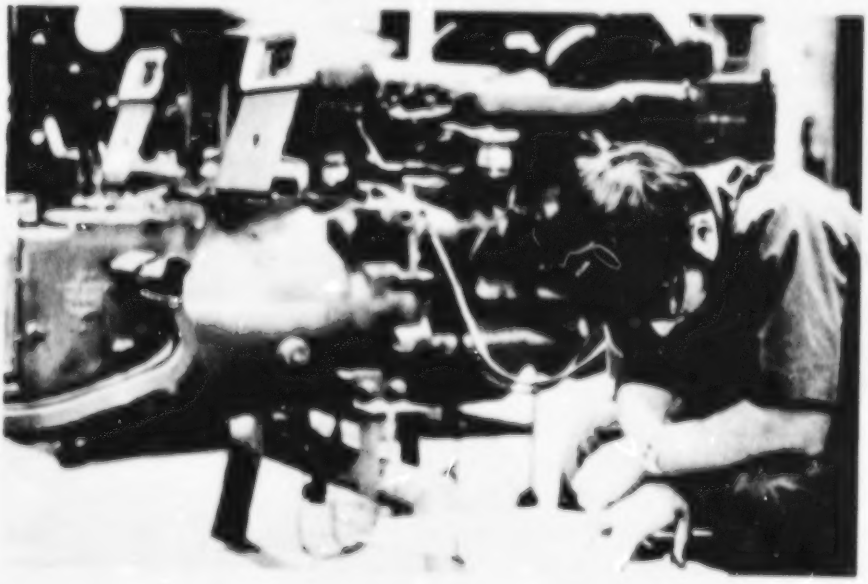
NAME	POSITION
_____ CHAIRPERSON	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions for Program Review

Program Review Considerations — The program review committee in recognizing that the Learning Resource Center is an integral part of the total instructional program must be cognizant of the specialized needs of students pursuing career preparation through vocational education as well as the need to develop social, cultural, economic, and intellectual skills through academic courses. The value of the LRC will be in providing students the opportunity to gain and strengthen their technical knowledge in their chosen vocations as well as increase their learnings as future citizens.

Program Review Chairperson — The chairperson may be any member of the selected committee and is generally a member of the Learning Resource Center staff. He may appoint a committee member who will be responsible for recording the official review. The chairperson should lead the discussion of program review by identifying the local adaptations or differences of the LRC program from that described in this booklet.

Program Review Committee — Committee members have been selected because of their interest and/or knowledge of this Learning Resource Center. The program review committee is to be composed of 4-6 lay citizens and maximum of two educators including an instructor. They are encouraged to review the instructional program of each coordinator by determining how well the following variables are being met: Curriculum and Instruction; Facilities, Materials, and Equipment; Students; Management; Staff Development; and Evaluation. The committee as a whole should identify the strengths and weaknesses of the entire program. Recommendations should point out the aspects of the program that should be continued as well as those aspects that need improvement. If recommendations will require expenditures, the anticipated cost should be identified. Committee members should feel free to ask for points of clarification to assist them in making valid judgements and recommendations. All comments and suggestions should be written in this booklet in the space provided. These comments are then to be compiled by the chairperson for the report to be filed.



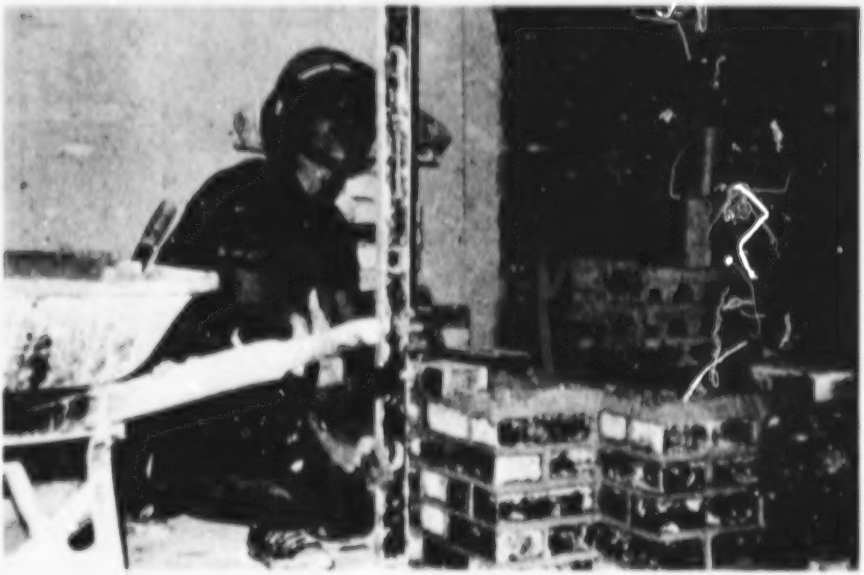
Learning Resource Center

Program Description/Objectives

The learning resource center (LRC) in vocational education encompasses the total curriculum of a school. It is the key to supplemental and alternative strategies for skill training and career development. The LRC should be the learning bank of instructional materials to support curriculum and from which teachers and students can draw for self improvement, research, and group interaction. Students and staff with an LRC can expect to become well acquainted with materials, facilities, selection and effective use of information resources.

The LRC meets the needs of both vocational and non-vocational programs. These needs are met through planned and coordinated activities using such resources as references, technical journals and pamphlets, films, filmstrips, slides, transparencies, video tapes and recordings. Additionally, the LRC program should serve as a resource to the administration regarding the selection and use of materials to be purchased, and should provide for inservicing the professional staff regarding media availability and utilization. Emphasis is placed on individualized development of informational skills for specific effective use of the LRC.

Local Differences:



Curriculum and Instruction

Guiding Statement:

The LRC shall provide individualized reference and research, enrichment, and remediation assistance to the professional staff and students, consistent with the total vocational and non-vocational curriculum, and the institution's instructional objectives.

Points to Consider:

1. Materials and resources are representative of each career cluster and academic area and are supplemental to, or an extension of, basic references and resources used in the respective programs.

2. Materials and resources are available in different learning patterns to accommodate individual student learning styles and abilities.

3. Materials and resources are cataloged and/or organized for effective and efficient locating and use according to respective instructional program content areas.

4. A planned and executed LRC instructional program for the entire staff and student body is in evidence and is designed to equip them with demonstratable understandings and skills regarding the purpose and proper use of the LRC.

5. A scheduling plan is in evidence to ensure students sufficient time to fulfill program expectations and assignments as they relate to available LRC materials and resources.

6. A formal communications process between the LRC coordinator and instructional staff personnel is in evidence regarding appropriate LRC instructionally related resource needs, availability, appropriateness and frequency of use.

Other Points to Consider:

Review of Curriculum and Instruction

List the outstanding points of the curriculum and instruction.

Identify the points to be strengthened, the recommendations and their priorities for improvement.

Please indicate the approximate costs and dates for implementing the recommendations.

Recommendations	Approximate Cost	Suggested Dates

Students

Guiding Statement:

The student shall be well acquainted with materials, facilities, selection, and effective use of information resources.

Points to Consider:

1. Each student has the information necessary to effectively use the center materials and hardware.
2. Each student can use the center for production of materials for class assigaments.
3. Each student has time available for center use.
4. Each student should be able to check out materials, use card catalog, find reference materials, and use various indexes.
5. Students demonstrate basic competency of skills in LRC course of study.

Other Points to Consider:

Review of Students

List the outstanding points of the students.

Identify the points to be strengthened, the recommendations and their priorities for improvement.

Please indicate the approximate costs and dates for implementing the recommendations.

Recommendations	Approximate Cost	Suggested Dates

Facilities, Materials, and Equipment

Guiding Statement:

The LRC shall provide facilities, materials, and equipment that afford students the opportunity to develop the necessary understanding and competencies as prescribed in their programs and for lifetime learning. Written policies, approved by the administration, shall be maintained for selection of materials and equipment and maintenance and replacement of equipment.

Points to Consider:

1. Facility
   a. Are there areas for individual study?
   b. Are there areas for group interaction?
   c. Is there adequate shelving and storage for print and nonprint materials and equipment storage?
   d. Are there work areas for clerical activities which include typewriter, adding machines, file cabinets, copier, telephone and supplies to perform clerical duties?
   e. Is lighting and ventilation adequately controlled?
   f. Is the area accessible to all students and staff throughout the school day?
   g. Does the central LRC contain a central card catalog which includes reference, leisure reading, and study materials and indicates location in the building?
   h. Is there a production and repair area?
   i. Are there provisions for security of equipment and supplies?

2. Equipment
   Audiovisual equipment for effective use of nonprint materials should include, but not be limited to, ample numbers of the following:
   a. 16 mm projectors
   b. 8 mm projectors
   c. filmstrip projectors
   d. cassette recorders and players
   e. slide projectors
   f. overhead projectors
   g. opaque projectors
   h. video equipment
   i. head sets
   j. microfiche reader

3. Materials
   materials to support and extend the school curriculum should include, but not be limited to:
   a. General reference materials
   b. Print and nonprint resource materials to meet requirements of programs offered in the school
   c. Adequate materials available to meet individual interest — video cassettes, filmstrips, audio recordings, loops, 16mm films, microfiche and slides available in all program areas to accommodate various levels of ability
   d. Sufficient newspapers, periodicals and journals to provide for student and staff use in research and for general interest

4. Selection Policy
   A written selection policy, reflecting program objectives and supporting individual improvement is used when acquiring materials.

Other Points to Consider:

Review of Facilities, Materials and Equipment

List the outstanding points of the facilities, materials and equipment.

Identify the points to be strengthened, the recommendations and their priorities for improvement.

Please indicate the approximate costs and dates for implementing the recommendations.

Recommendations	Approximate Cost	Suggested Dates

Staff Development

Guiding Statement:

The LRC shall encourage and promote activities that will stimulate and enhance total instructional staff development in and the use of LRC resources.

Points to Consider:

1. Instructional staff are used in consulting and advisory capacities in the planning, development, operation, and appraisal of LRC activities.

2. Instructional staff development in-service activities are planned and conducted regarding LRC resource availability and use based upon an assessment of needs.

3. Periodic staff circulars or newsletters are released announcing new and/or additional resources/services available through the LRC.

4. Materials and resources are available and accessible related to the improvement of professional and technical staff competence.

5. Individual instructional staff personnel seek out and use LRC resources and services.

6. The LRC coordinator attends appropriate professional in-service functions and activities related to LRC operation and management.

Other Points to Consider:

Review of Staff Development

List the outstanding points of the staff development.

Identify the points to be strengthened, the recommendations and their priorities for improvement.

Please indicate the approximate costs and dates for implementing the recommendations.

Recommendations	Approximate Cost	Suggested Dates

Management

Guiding Statement:

The Learning Resource Center coordinator shall provide an operating framework which is consistent with effective and efficient operation of a quality program. Such a framework should be general in its content, but provide the guidelines essential for implementing, maintaining, and developing an LRC.

Points to Consider:

1. A selection policy, approved by the board of education, is written and used.
2. A certificated media specialist is employed to head the center.
3. An established procedure is used to produce, control, distribute, and inventory instructional materials and hardware.
4. An adequate support staff is available to help the LRC coordinator work with staff and students.
5. An adequate budget is available and judiciously spent.
6. An accountability procedure is established to review and make recommendations in relation to center personnel, selection of materials, operating procedures, and budgeting.
7. Procedures are established to make materials accessible.
8. Procedures are established to maintain and repair materials and hardware.
9. A course outline for instruction in LRC skills exists.

Other Points to Consider:

Review of Management

List the outstanding points of the management.

Identify the points to be strengthened, the recommendations and their priorities for improvement.

Please indicate the approximate costs and dates for implementing the recommendations.

Recommendations	Approximate Cost	Suggested Dates

Evaluation

Guiding Statement:

Evaluation is a continuous process that shall reflect an analysis of information and data regarding the staff, students, and resources and shall provide for program improvement and/or modification.

Points to Consider:

1. There is evidence of the availability and use of evaluation criteria that annually assess all aspects of the LRC program.

2. There is evidence of staff involvement in the evaluation of LRC programs, resources, and facilities.

3. Provisions are made for a flow of information about LRC programs, resources and utilization to students, staff, administration, and the boards of education.

4. There is evidence regarding optimal utilization of the LRC budget through consultation with the staff and administration.

Other Points to Consider:

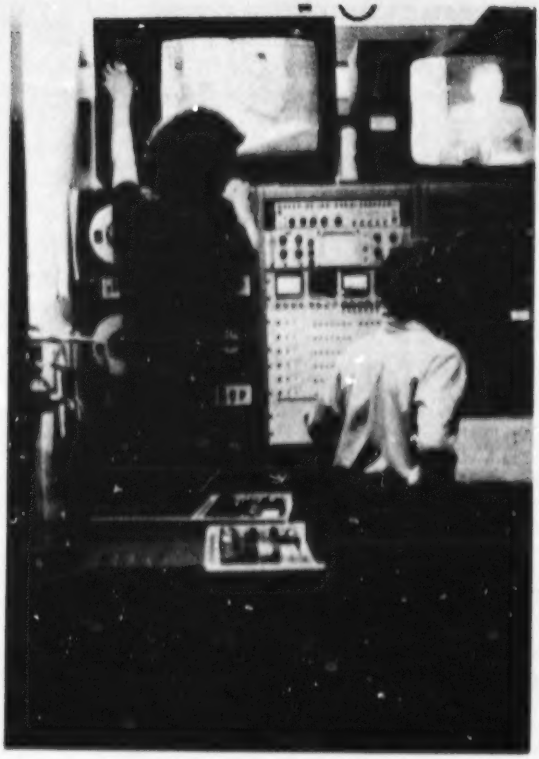
Review of Evaluation

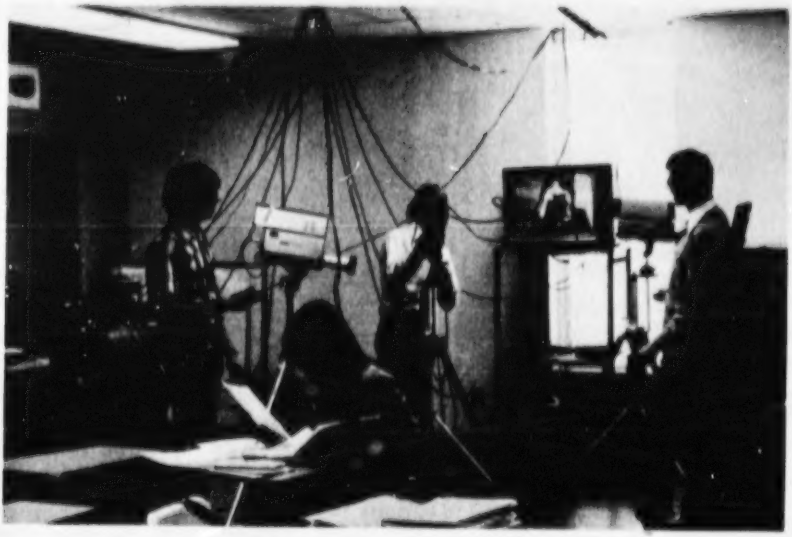
List the outstanding points of evaluation.

Identify the points to be strengthened, the recommendations and their priorities for improvement.

Please indicate the approximate costs and dates for implementing the recommendations.

Recommendations	Approximate Cost	Suggested Dates





Summary Review Statements

Directions:

Each committee member is requested to make a check regarding his opinions of the instructional program. For each summary review statement, place a check (✓) in the column which best describes your impressions of the instructional program.

Summary Review Statement	Outstanding 5	Excellent 4	Good 3	Fair 2	Poor 1
I. Curriculum and Instruction					
A. To what extent does the curriculum reflect the instructional objectives?					
B. To what extent is a planned instructional program available and used in building skills and understanding regarding the use of the Learning Resource Center?					
II. Facilities, Materials, and Equipment					
A. To what extent do facilities enable the program objectives to be met?					
B. To what extent do equipment and materials relate to the achievement of instructional objectives?					
C. To what extent is selection policy and practices used in assuring the breadth and depth level of difficulty and interest level of materials?					
III. Students					
A. To what extent are students given the opportunity to learn the effective use of the Learning Resource Center.					
B. To what extent do students demonstrate the use of the Learning Resource Center?					
IV. Management					
A. To what extent to policies provide for fiscal management procedures to improve and expand the Learning Resource Center?					
B. To what extent are accountability procedures used in the production control, distribution, and inventorying of instructional resources and equipment?					

V. Staff Development

A. To what extent is the instructional staff involved in the promotion of student use and encouragement of student learning to use the Learning Resource Center? ___ ___ ___ ___ ___

B. To what extent is instructional staff development, including inservice in the use of the Learning Resource Center, used and available? ___ ___ ___ ___ ___

VI. Evaluation

A. To what extent is appropriate criteria used to annually evaluate the Learning Resource Center? ___ ___ ___ ___ ___

B. To what extent is the instructional staff and administration involved in the evaluation of the Learning Resource Center? ___ ___ ___ ___ ___

Note: The chairperson of the Review Committee should record the individual ratings of each committee member in the appropriate space for each of the six (6) variables.

Notes And Comments

REVIEW PROCEDURES AND ACTIVITIES:

Please feel free to make any comments, reactions or suggestions regarding the program review procedures and activities which may be helpful in future review.

Additional Comments

1. CURRICULUM AND INSTRUCTION:

2. FACILITIES, MATERIALS, AND EQUIPMENT:

3. STUDENTS:

4. MANAGEMENT:

5. STAFF DEVELOPMENT:

6. EVALUATION:

GLOSSARY

Joint Vocational School (JVS)

A specialized educational center where students in an area containing at least two school districts can be educated for productive citizenship and become an asset to the community, state and nation.

Learning Resource Center

The media center in a joint vocational school or comprehensive high school offering vocational programs.

Media Specialist

A person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program. The media specialist is the basic media professional in a school system.

Per Pupil Operational Cost (PPOC)

The cost of administration, instruction, attendance services, health services, pupil transportation services, operation of plant, and fixed charges computed on average daily attendance.[3]

PRIDE (Program Review for the Improvement, Development, and Evaluation of Instruction in Vocational Education and Guidance)

The self-study instrument developed and used by the State Department of Education's Division of Vocational Education to review vocational programs and instruction in Ohio. The self-study is designed to review the effectiveness of individual Learning Resource Centers serving vocational instructors and students.

Program

One vocational area of either the eleventh or twelfth grade (i.e. Auto Mechanics, Jr.; Agriculture Mechanics, Sr.; Food Service, Jr.; High Skill Stenography, Sr.)

Vocational Education

Education designed to prepare young people and adults to enter occupational fields with the necessary job skills.

---

[3]Paul L. Reason, Alpheus L. White, and Others. **Financial Accounting for Local and State Systems: Standard Receipt and Expenditure Accounts.** Washington: U.S. Office of Education, 1957, reprinted in 1965.

ACKNOWLEDGEMENTS

This publication was prepared by the Vocational Interest Group of The Ohio Educational Library/Media Association. The contributions of the following are appreciated:

Mary Ann Bucher

Betty Carter

Patrick Hackett

Anne Hyland

Ramona Luce

Mary Maloney

John Petrunak

Lois Rogers